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## Home

Eudunda Community Preschool Centre offers a caring, safe, stimulating and interactive environment for all children. We believe quality relationships are the key to children's wellbeing and recognise the importance of family in children's learning and development. We are responsive to the needs of all children, providing a play-based learning program that is inclusive and promotes independent exploration. Our central concepts are play, share, learn and grow.

Find out more about our goals and our focus in our philosophy statement (PDF 65KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda_philosophy.pdf)).

## Governing council

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. Read through what a governing council does  
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

## Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

## Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See our bushfire action plan (PDF 128KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda\\_bushfire\\_1.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda_bushfire_1.pdf)) and the bushfire page (<https://www.decd.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) on the Department for Education's website for general information.

You can also search for the catchment area for your home address  
(<https://www.education.sa.gov.au/sites-and-facilities/education-and-care-locations/find-school-or-preschool>).

## Eudunda Community Preschool parent handbook

[www.preschools.sa.gov.au/eudunda-community-preschool](http://www.preschools.sa.gov.au/eudunda-community-preschool)

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### Contact us

**Preschool director:** Mrs Sandy Keith

**Phone:** (08) 8581 1717

**Email:** [dl.2653.leaders@schools.sa.edu.au](mailto:dl.2653.leaders@schools.sa.edu.au)

**Street address:** Morgan Road Eudunda SA 5374

**Postal address:** PO Box 171 Eudunda SA 5374

### What we offer

We offer a number of programs and services to support your child's early years learning (<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

### Preschool program

#### Times

Your child can attend preschool for up to 15 hours per week.

Monday	Tuesday	Wednesday	Thursday	Friday
–	9.00am to 3.00pm	9.00am to 3.00pm alternate even weeks	9.00am to 3.00pm	–

#### Fees

The parent contribution is \$90 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/eudunda-community-preschool-centre/getting-started/enrolment-and-fees>) page for more information.

### What to bring

Children need to bring these items each day:

- bag with name written on the outside
- broad-brimmed or legionnaire style hat (and beanie in winter)
- change of clothes
- drink bottle containing water
- healthy snack (fruit, vegetable sticks)
- packed health lunch (sandwich, salad).

Regular fruit time at preschool is an opportunity for children to develop healthy eating habits. Children also learn to manage their own lunch boxes and develop responsibility for their own belongings.

Please put your child's snack and lunch in separate containers. Yoghurt and custard can only be eaten at lunch when we are sitting at a table. Remember to pack a spoon.

Children should wear old clothes with easy fastening so they can get dirty and go to the toilet by themselves. Their shoes should be suitable for running and climbing. We have preschool logo jumpers, hats and t-shirts for sale.

Please write your child's name on all their belongings.

### What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, sweet biscuits, cake, chips, fruit box, cordial, fizzy drinks)
- toys from home.

We support environmentally friendly practices and discourage plastic wrap and pre-packaged food.

### Bus service

Eudunda Area School (<http://www.eudundaas.sa.edu.au/>) provides a bus service. The school determines priority and children living in the town cannot apply. Preschool children can only catch the bus in the afternoon. Speak to us about your child's eligibility (PDF 299KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda\\_bus-travel.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda_bus-travel.pdf)).

### Additional information

We work closely with our neighbouring schools to ensure children have a happy and smooth transition to school. We meet with school staff to discuss the individual needs and interests of each child. Local schools organise transition visits in term 4.

Our parent library rack has a range of books and information that you can borrow.

Occasionally parents are invited to participate in working bees to improve and maintain our equipment. We also seek your help in our 'end of term' clean ups.

Please read our drop-off and pick-up procedure (PDF 57KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda\\_drop-off-and-pick-up.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda_drop-off-and-pick-up.pdf)).

### Playgroup

Our supported playgroup is run every week. You and your child can meet other families and spend time learning together. Activities include painting, cooking, singing, games and outdoor play.

### Times

Playgroup is on Monday 10.30am to 12.30pm during school term.

### Cost

This program costs \$2 per family per session plus an annual Playgroup SA (<http://playgroupsa.com.au/>) membership fee.

### What to bring

Bring a piece of fruit to share at snack time.

### Occasional care

Occasional care is for children under school age who aren't in any other early childhood education and care programs, such as preschool, child care or family day care. It promotes young children's development by giving them access to high-quality early childhood education.

It may help parents to take part in a range of activities including non-work and casual work commitments.

## Eudunda Community Preschool parent handbook

[www.preschools.sa.gov.au/eudunda-community-preschool](http://www.preschools.sa.gov.au/eudunda-community-preschool)

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### Priority of access

The education department has a priority of access policy (<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/childcare-and-preschool/occasional-care>) to decide who can get into occasional care. This might mean that some families get more sessions than others.

Talk to us about enrolling in occasional care.

### Times

Children generally can go to 1 session a week.

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	–	–	9.00am to 12.00pm

### Cost

This program costs \$5 per session and \$2.50 for siblings.

If you have an Australian Government Pensioner Concession or Health Care Card, the cost is \$1.50 per session and 75 cents for siblings.

### What to bring

Children need to bring:

- bag
- broad rimmed or legionnaire style hat
- change of clothes
- nappies if required
- drink bottle containing water
- piece of fruit or vegetable in a container.

Please write your child's name on all their belongings.

### Additional information

Occasional care can only be booked one session at a time. Speak to us about availability.

## **Disability support**

There is support available for children with disability (<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

## **Enrolment and fees**

### **When your child can start preschool**

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under the guardianship of the minister they are eligible to start preschool after they turn 3.

### **Early entry**

Your child may be able to come to preschool up to 2 terms earlier if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 3 hours per week in the first term, and up to 6 hours per week in the second term, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

### Enrolling your child

You can register your interest to enrol your child with us by using the preschool enrolment registration form (Word 283KB) ([https://www.education.sa.gov.au/sites/g/files/net691/f/preschool\\_enrolment\\_registration\\_form.docx](https://www.education.sa.gov.au/sites/g/files/net691/f/preschool_enrolment_registration_form.docx)). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/eudunda-community-preschool#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

### Before your child starts

We will contact you in term 3 about an orientation session. This will be a 1-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in term 4 and will be a chance for your child to meet the staff and other children.

### Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$360 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$90 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have additional costs (<https://www.preschools.sa.gov.au/eudunda-community-preschool/getting-started/what-we-offer#eudundaplaygroup>).

### When to pay

We will invoice you by week 3 via your child's note pocket.

Payments are due by week 5 of each term.

Please contact us if you are having difficulty paying.

## **Eudunda Community Preschool parent handbook**

[www.preschools.sa.gov.au/eudunda-community-preschool](http://www.preschools.sa.gov.au/eudunda-community-preschool)

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### **How to pay**

Cash or cheque

You can pay by cash or cheque. If you are paying by cash or cheque, please put the payment in a sealed envelope with your child's name on the front. Put the envelope in the payments box in the kitchen.

EFT information

You can pay by direct deposit.

BSB: 105023

Account number: 110923340

Please put your child's name in the notes as the reference.

### **Immunisations**

When you enrol your child you will be asked to provide evidence of their immunisation status

(<https://www.sa.gov.au/topics/education-and-learning/early-childhood-education-and-care/preschool-and-kindergarten#immunisation>).

## Plans and reports

### National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



**Overall Rating:** Exceeding NQS

### Quality Area Ratings

- 1 Educational program and practice:** Exceeding NQS
- 2 Children's health and safety:** Exceeding NQS
- 3 Physical environment:** Meeting NQS
- 4 Staffing arrangements:** Meeting NQS
- 5 Relationships with children:** Meeting NQS
- 6 Partnerships with families and communities:** Exceeding NQS
- 7 Leadership and service management:** Exceeding NQS

**Rating for:** Eudunda Community Preschool

**Rating issued:** December 2015

Source: ACECQA copyright (<https://www.acecqa.gov.au/copyright>)

### Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 405KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda\\_2017\\_final\\_qip.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda_2017_final_qip.pdf))

### Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 151KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda\\_sitecontext\\_statement\\_2018.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eudunda_sitecontext_statement_2018.pdf))

### Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) ([http://docs.decd.sa.gov.au/Sites/AnnualReports/2653\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/2653_AnnualReport.pdf))

## Parenting support

### Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

### Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program

(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)

(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

## **ABSENCES FROM PRESCHOOL**

To enable each child to gain maximum benefit from participation and to ensure continuity of learning, regular attendance is essential. The preschool needs to be advised if a child is unable to attend. Infections can be prevented from spreading if unwell children are kept home. Please inform staff of contagious diseases, so that notification can be made to all families to be aware of symptoms. If your child is absent from preschool due to appointments, vacation, etc., please inform Staff.

## CHANGING CHILDREN

We recognise that all children are individuals and develop and gain skills at their own pace. Consequently some children may not be able to access our toilets successfully or independently when they first commence attending Preschool. There may be times when children get wet whilst engaging in water play/paint /sand play activities at preschool and need to be changed.

In the event that a child needs to be changed while at preschool

- The child will be taken to semi private area of bathroom ie in toilet cubicle with door open
- Staff will encourage child to remove own clothing, offering verbal instructions and assistance as required, wearing gloves
- Provide wipes/toilet paper to child to clean self if necessary
- Place wet/soiled clothing in bag and seal
- Provide dry clothes (own clothes if sent by parent) and encourage child to dress self, offering verbal instructions and assistance as required. Both staff and child will wash hands

If a child is wetting regularly or needs a greater amount of assistance a **Toileting Plan** or **Continence Plan** (if the child is still in nappies) will be devised with the parents and a health professional. These plans will outline in more detail exactly what personal care functions preschool staff will perform and how frequently.

Parents of children with a continence plan will need to supply nappies, wipes and spare clothes which can be sent daily or stored for the child at preschool.

## **SPECIALIST SERVICES**

Specialised services are available to parents and children through DECD and Country Health. For example, Speech Therapists, Psychologists, Occupational Therapy etc. Please advise the Director of any concerns you may have.



# EUDUNDA COMMUNITY PRE-SCHOOL CENTRE

## Sunsmart Policy

This policy applies to all centre events on and off-site.

### Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

### Objectives

This SunSmart Policy has been developed to:

- encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- work towards a safe outdoor environment that provides shade for children and staff at appropriate times
- ensure all children and staff have some UV radiation exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure families and new staff are informed of the centre's SunSmart Policy.

### Legislation

This policy relates to the following National Law and Regulations:

- *Education and Care Services National Law Act 2010*:
  - ☐ Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011*:
  - ☐ Regulation 100 – Risk assessment must be conducted before excursion
  - ☐ Regulation 113 – Outdoor space–natural environment
  - ☐ Regulation 114 – Outdoor space–shade
  - ☐ Regulation 168: Policies and procedures (2)(a)(ii)–sun protection

### National Quality Standards

All of the following SunSmart procedures link to: Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

### Procedures

Staff are encouraged to access the SunSmart UV Alert at

<http://www.bom.gov.au/sa/uv> to find out daily local sun protection times to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities from 1 September to 30 April and whenever UV radiation levels reach 3 and above at other times.

### 1. Clothing



## EUDUNDA COMMUNITY PRE-SCHOOL CENTRE

### Sunsmart Policy

#### Quality area 2: Children's health and safety

When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with elbow length sleeves, collars and knee length or longer style shorts and skirts are best. If a child is wearing a singlet top or dress they wear a t-shirt/shirt over the top before going outdoors.

#### 2. Sunscreen

##### Quality area 2: Children's health and safety

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for staff and children's use
- sunscreen is applied at least 20 minutes before going outdoors and reapplied every 2 hours if outdoors
- with parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements
- children, once old enough, are encouraged to apply their own sunscreen under the supervision of staff.

#### 3. Hats

##### Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

#### 4. Shade

##### Quality area 2: Children's health and safety

##### Quality area 3: Physical environment

- a shade audit is conducted regularly to determine the current availability and quality of shade
- management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area
- the availability of shade is considered when planning excursions and all other outdoor activities
- children are encouraged to use available areas of shade when outside
- children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

#### 5. Sunglasses [optional]

##### Quality area 2: Children's health and safety

Children and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

#### 6. Enrolment and information for families

##### Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's SunSmart policy
- asked to provide a suitable hat for their child
- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. covering the shoulders, chest, upper arms and legs)
- asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen for their child
- required to give permission for staff to apply sunscreen to their child
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.



## EUDUNDA COMMUNITY PRE-SCHOOL CENTRE

### Sunsmart Policy

#### 7. Staff WHS and role modelling

##### Quality area 5: Relationships with children

As part of WHS UV risk controls and role-modelling, when the UV radiation is 3 and above, staff:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.

#### 8. Education

##### Quality area 1: Educational program and practice

##### Quality area 5: Relationships with children

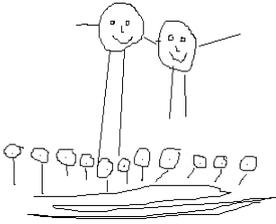
##### Quality area 6: Collaborative partnerships with families and communities

- sun protection and vitamin D are incorporated into the learning and development program
- the SunSmart policy is reinforced through staff and children's activities and displays
- staff and families are provided with information on sun protection and vitamin D through family newsletters, noticeboards and the centre's website.

#### 9. Policy review

##### Quality area 7: Leadership and service management

Management and staff monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every three years).



# Eudunda Community Preschool Centre



facebook

## Guidelines

Any member of our pages must agree to abide by the DECD Social Media Policy which can be accessed by following this link:

<http://www.decd.sa.gov.au/docs/documents/1/DecdSocialMedia.pdf>

At the request of families, Eudunda Community Preschool Centre will be trialling a 'Facebook' group, this year. This is a closed/private group for families and staff of the Centre. The Centre will also have a public 'Facebook' page, a general page that can be viewed by anyone.

The Director of Eudunda Community Preschool Centre will be the Administrator for both pages.

### **GENERAL PAGE: (Eudunda Preschool)**

Only the Administrator can post on this page.

Only general information will be posted on this page.

No photographs of children will be posted on this page.

### **CLOSED GROUP: (Eudunda Community Preschool Centre)**

The Administrator at their discretion may approve members, restricted to:

- Parent & caregivers of children enrolled at Eudunda Community Preschool Centre
- Staff of Eudunda Community Preschool Centre
- Appropriate DECD Regional Office staff

Any member of this group can post on this page. Posts will not be published until approved by the Administrator.

No photographs are to be tagged. Any tagging will be removed by the Administrator.

Photographs that are posted on this page are not to be shared or re-posted to any other page.

Any member posting anything deemed inappropriate will be barred from the page.

### **The following guidelines for posting images comes from the DECD Social Media Policy**

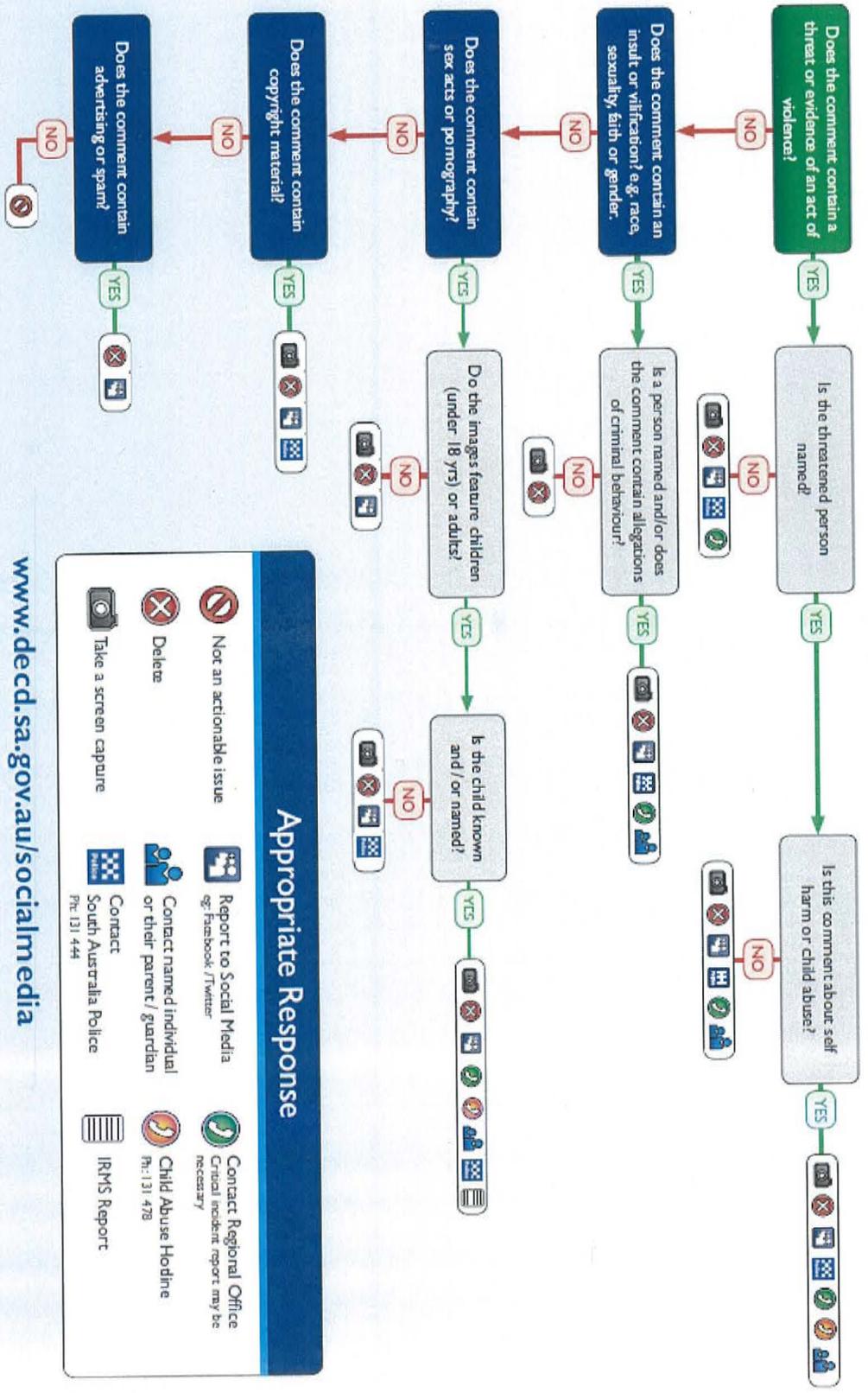
When posting images of students or using their work the following guidelines apply:

- A consent form must be signed by the parent or guardian prior to taking images of any child/student who is under the age of 18 years.
- Sites must ensure each child shown in the image has a signed consent form. Where a photograph is taken of a group of students (eg, six students have a signed consent form on record but one has not) the image cannot be used unless consent is obtained for all students.
- Images of students/children on a website must not include any names identifying any of the students/children in the image and care must be taken not to reveal personal information about the subjects.
- Only text identifying the school can be used and/or a description of the activity (eg, students from Somewhere High School performing at the Come Out festival).
- Only photographs with students in standard school uniform or day clothing are used. Photos of single students and of children and students in swimming attire should be avoided.
- Parents should be aware of the privacy and security concerns of identifying their children online, within the 'acceptable use' conditions. If they still choose to identify their children, then it is their right. In the case where parents disagree do not identify the student/child.



# HOW TO DEAL WITH INAPPROPRIATE COMMENTS ON YOUR SOCIAL MEDIA SITE

## A guide for schools, preschools and other departmental services including corporate work groups



[www.decd.sa.gov.au/socialmedia](http://www.decd.sa.gov.au/socialmedia)

### Appropriate Response

	Not an actionable issue		Report to Social Media eg: Facebook / Twitter		Contact Regional Office Critical incident report may be necessary
	Delete		Contact named individual or their parent/ guardian		Child Abuse Hotline Ph: 131 478
	Take a screen capture		Contact South Australia Police Ph: 131 444		IRMS Report

## **WORK HEALTH AND SAFETY**

### **Contagious Illnesses**

Please notify Staff immediately of any contagious illnesses, eg., chicken pox, conjunctivitis, school sores, head lice, etc.

### **Medical Information**

Please keep the Staff informed of any change in your child's medical history, eg., allergies: bee stings, food allergies, asthma, recurring ear infections, etc.

### **Medication**

If your child requires regular medicine to be administered at Preschool a specific form needs to be co-signed by a Medical Practitioner and parent/care-provider, before this can take place. Please see the Director for more information.

### **Smoking**

The grounds and building are a smoke free zone.

### **Work, Health, & Safety Act**

The Centre is governed by the Work Health, and Safety Act. We require that any person working (voluntarily or otherwise) at the Centre works in a safe and responsible manner. A copy of DECD Policy is available on their website. All (non-parent) visitors are required to sign in on arrival and sign out when departing.

## WHY IS PRESCHOOL IMPORTANT FOR YOUR CHILD?

Preschool is a stepping stone from the home environment before the child starts school and provides the child with a new sense of independence. Staff at Eudunda Preschool aim to provide a happy, warm and secure environment, rich in many play and learning activities which will stimulate and nurture each child's social, emotional, creative, physical and intellectual development.

In a happy, secure preschool environment, children have additional opportunities to:

- Be independent
- Develop positive self esteem
- Communicate with other children and adults
- Separate from parents
- Follow instructions
- Ask for help
- Understand and express needs, feelings and ideas
- Share adult attention
- Take turns and share
- Listen for longer periods- stories etc
- Concentrate for longer periods
- Remember and follow rules and routines
- Develop an appreciation of expressive arts- music, singing, drama, etc
- Observe, question, reason and begin to organise knowledge and solve problems
- Extend their interest, knowledge and understanding of basic concepts (colour, shape, etc) numbers, words and letters through relevant and meaningful activities
- Develop coordination skills
- Play cooperatively
- Learn to accept rules happily, and to handle feelings of hostility and aggression in a positive manner
- Solve problems peacefully
- Work alone and in a group
- Make friends
- Be involved
- Be eager for new experiences

- Be happy, have fun and develop a sense of humour
- Listen and take turns to talk
- Develop speech and language skills
- Respect other people-their ideas, their feelings and their property
- Develop an awareness of and respect for the environment
- Develop an awareness and understanding of other cultures

## **THINGS YOU CAN DO TO HELP YOUR CHILD**

- Loving, giving reassurance and listening to your child ;
- Reading to and with your child;
- Talking with your child;
- Allowing them to use pencils, crayons, chalk, scissors, paste and paint;
- Having scrap paper readily available;
- Encouraging your child to dress themselves, to cope with toileting and nose wiping;
- Showing positive interest in the things your child does;
- Showing an interest in Eudunda Community Preschool Centre and helping in any way you are able.

## EXCURSIONS

On occasion we will take the children on excursions connected to our curriculum. Consent will be requested prior to this occurring. You will be asked to sign a general consent for local walks at enrolment. Other excursions will require individual consents.

Please note, DECD **does not** accept liability, by insurance or otherwise, for injury sustained by a student/child at school/preschool or on excursion or camp.

# CURRICULUM

## **Belonging, Being, Becoming**

This is Australia's National Early Years Learning Framework (EYLF) for early childhood educators and we use it as a basis for planning, assessment and recording. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. The Council of Australian Governments (COAG) has developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way, the Early Years Learning Framework will contribute to realising the Council of Australian Governments' vision that: *" All children have the best start in life to create a better future for themselves and for the nation."*

### ***The Developmental Learning Outcomes:***

- 1) Children have a strong sense of identity
- 2) Children are connected with and contribute to their world
- 3) Children have a strong sense of wellbeing
- 4) Children are confident and involved learners
- 5) Children are effective communicators

### **Children learn through play and engagement, i.e. through 'doing'**

The staff provide a safe yet stimulating environment which supports and extends children's learning and interests. The program contains a balance of quiet/active, indoor/outdoor, independent/group play and explicit teaching times.

### **Children are encouraged to be independent by**

- \* Carrying and hanging up own bag
- \* Being responsible for their own belongings
- \* Dressing themselves and putting on their own shoes

- \* Pegging up easel paper, putting on smocks, hanging up paintings
- \* Packing away equipment
- \* Becoming eager for new experiences, taking risks and 'having a go'

**Children are encouraged to learn social skills e.g.**

- Greeting and responding appropriately to others
- Learn and use others names
- Share and take turns
- Groups skills such as sitting down, listening, taking turns to talk, contributing to discussion
- Co-operation, friendly play.
- Expressing feelings and 'using words' for negotiation

## **CHILD PROTECTION CURRICULUM**

It is a fundamental principle in Australian society that parents have the responsibility to protect their children and keep them safe. Australia supports a United Nations agreement that children are to be protected from all forms of abuse, exploitation and violence. Abuse may be sexual, physical and emotional. Australia has laws to prevent and respond to the abuse or neglect of children. In South Australia this law is called the Children's Protection Act. Under this Act people who work and volunteer in schools, preschools and care settings are called mandated notifiers. This means that they must report child abuse or neglect if they have reasonable belief that a child is being harmed. All people employed in the Department of Education and Children's Development receive regular training in this responsibility. When people report child abuse it is a confidential exchange of information with the Department of Families and Communities.

Schools, Preschools and Child-Care Centres have the responsibility to protect children and keep them safe when they are under their care. Schools and Centres work with parents and other agencies to keep children safe. Some of the ways they contribute to children's safety are through:

- screening the people who want to work with children and young people
- providing staff and volunteers with expected standards of behaviour towards children and young people

- providing supervision of children in the class, in the yard, and on school excursions and camps
- implementing the school policies to ensure that children are treated in a just way and to respond to racial, sexual, verbal and physical harassment
- educating about living safely and being healthy in Australia. This includes road safety, water safety, sun protection, hygiene and healthy eating
- providing education about the dangers of drugs and alcohol
- teaching children how to develop positive relationships and providing opportunities to build self esteem
- teaching the Child Protection Curriculum.

The Child Protection curriculum teaches all children from a young age, in an age appropriate way, to

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves

A range of books, videos and classroom strategies are used in the curriculum.

Some strategies used with students are:

- networks: a list of 4 or 5 trusted adults that the student can seek help from
- one-step removed: students are given 'What if...?' scenarios eg 'What if someone went home after school and found that he or she had lost their key and nobody was home?' These situations are discussed and a number of strategies that might help to keep the children safe are developed
- persistence expectation: students are taught to continue to tell people or take action until they are safe
- protective interrupting: teachers interrupt a student to prevent a disclosure in a group that may lead to further feelings of being unsafe - discussion time with these students is arranged in privacy after the lesson.

Parents/caregivers are encouraged to talk to their children and the teachers about the Child Protection program.

## COMMUNICATION WITH PARENTS

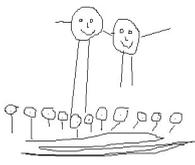
This is done in a variety of ways:-

- Newsletters are printed regularly and contain information from the Staff and Governing Council.
- Newsletters are distributed by means of each child's 'pocket' on the veranda just inside the main entrance way.
- Notices are placed on the white board.
- Talking to the Staff, appointments can be arranged.
- Our program is displayed on the noticeboard by the children's sink.

You are welcome at the Centre and can help by:

- \_ contributing help at end of term cleanup
- \_ joining our Governing Council.
- \_ participating in fundraising activities or special events/excursions.
- \_ maintenance tasks, which are sometimes done at a working bee, or at another time.
- \_ participating in fundraising activities or special events/excursions.

The outdoor white board, located next to the entrance door, also contains important information for parents.



# EUDUNDA COMMUNITY PRE-SCHOOL CENTRE

## Interactions with Children Policy

*At Eudunda Community Preschool Centre we strive to provide a safe place for children to learn about themselves, others and the world where learning is fun, meaningful, exciting and engaging. These guidelines regarding interactions with children help ensure that children, families and educators have a safe environment; consistency and clarity around acceptable behaviour; and guidance measures that will be implemented.*

### **Rationale**

The provision of a high quality early childhood service involves a consistent, positive approach to behaviour management, that takes into account the needs of each individual child and the well being of the group as a whole.

‘Relationships engage children in the human community in ways that help them define who they are, what they can become, & how & why they are important to other people.’(National Scientific Council on the Developing Child, 2004 in Reflect, Respect Relate, 2008)

‘Relationships that are responsive, respectful & promote children’s sense of security & belonging free them to explore the environment & engage in learning’ (The National Quality Framework; QA 5).

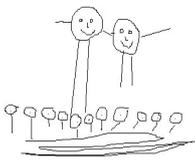
Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. (EYLF, 2010)

The Centre incorporates the philosophies of Kidsmatter Early Childhood, and the DECD Child Protection Curriculum into their behaviour management strategies and staff have completed SMART (Strategies for Managing Abuse Related Trauma) training.

The Centre embraces a ‘No Bullying’ culture and philosophy, which is embedded in site policy and practice ...believing that all members of the Preschool community, children, families and staff should feel and be safe from bullying within the Centre.

### **As Educators we believe:**

- All children have the right to feel secure, and to learn and develop in a safe environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for children’s wellbeing, learning and development.
- That the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.
- Bullying behaviours are not tolerated within our Centre.



# EUDUNDA COMMUNITY PRE-SCHOOL CENTRE

## **As an educator team we promote respectful behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Ensuring that limits set are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child to feel safe, experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning to enable opportunities for the development of skills, and dispositions including: resilience and agency; entry and exit skills when playing; considered and safe risk taking; conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open two-way communication with families to ensure that each child's rights are met.

## **We respond to challenging behaviours by:**

- Reminding children of expectations and limits and the reasons for these. Eg. "To keep yourself and others safe"
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice Practices that support children to empathise with others, respect others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is nearby during this time.

## **Assessment & Reporting**

On enrolment parents are asked to complete a questionnaire regarding their child's strengths and interests and areas that need further development.

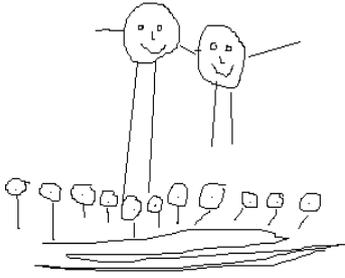
This information is used along with staff observations of children's play, interactions and skills to develop *Individual Learning Plans* and for programme planning. Samples of children's work and photos are collected in a folder to show 'distance travelled' in learning. Throughout the child's time at preschool, information collected will be discussed with parents/carers. An *Assessment of Learning* from the child's year of preschool is written and copies given to parents and the school.

Assessment of the learning environment is accomplished by using the tools and strategies in the Respect Reflect Relate document. This observation and evaluative tool is used by staff in order to promote wellbeing, a strong sense of connection, optimism and engagement in learning. Please feel free to look at the Program Board on the entrance wall to see the learning areas and activities we are using with the children. Our Preschool promotes each child's self esteem, social skills and skills for life.

Our program is heavily planned around literacy, particularly oral literacy. Each day we have a specific group time revolving around a book, and activities matched to promote conversation, thinking, rhyme, asking questions, pretending, and expressing curiosity.

# EUDUNDA COMMUNITY PRE-SCHOOL

Morgan Road  
P.O Box 171  
Eudunda 5374  
Ph 85811717  
Fax 85811543



## Peanut Product Reminder

Dear Parents,

From time to time we have children at our centre who have a severe allergy to peanuts and peanut products. For these children, contact with these products can cause a potentially life threatening reaction. We are therefore seeking your assistance, in minimising the risk of exposure of these children, to these products, within the Preschool.

We are asking that you avoid giving your child peanut based products or products containing nuts whilst they are at Preschool and that you ensure that any food sent to the preschool for pooled lunches etc also is free from these products. Any child of Preschool age should not, for safety reasons, eat peanuts or other nuts, so we ask that these not be sent to Preschool either. (It is actually recommended that children under the age of 9yrs not eat nuts due to the risk of inhalation/ choking)

We have in the past discouraged 'sharing' of food but will now make it a rule that children not 'share' other children's food. We will continue to supervise the children while they are eating, but you might like to discuss with your child the importance of this 'rule'.

Thankyou for your cooperation in this matter, we realise that this may cause a degree of inconvenience for some people but feel that the seriousness of the matter and the importance of keeping all our children safe outweigh any concerns.

Should you wish to discuss this request or should you have any questions please don't hesitate to talk to Cathy, Julie, Melissa, Sheralee, or myself.

Thankyou  
Sandy Keith

## **ARRIVING AND DEPARTING**

When arriving with your child at Preschool, please escort your child **INSIDE** the building, sign them in and ensure that your child has been greeted by a Staff member.

A staff member will say goodbye to your child when you arrive to collect them, please try to be on time so that your child does not worry. In the interests of safety, when collecting your child, always be sure that a Staff member knows that you are taking your child, sign your child out and assist children to collect their belongings, including any items they may have made during the session. Please remember your child can only be picked up by an authorised adult. Please be aware as you leave through the gate that only the child in your care passes through with you. If for any reason you are unable to collect your child on time (3pm) please contact the Centre.

If you fail to do so and your child has not been collected by 3.00pm, then staff will call parents. If there is no response, they will phone provided emergency contacts. If still no response, and child still hasn't been collected, staff will call the Police. Police are notified and the child is put into their care until parents can be located.

Bus children will be signed out by Centre staff. Please ensure you indicate on the sign in form each session if your child is travelling home by bus.

## **HELPING CHILDREN SETTLE**

Every child reacts differently to new situations. You can help your child settle into preschool by,

- \* Planning with your child how you will say goodbye.
- \* Establishing a routine for leaving your child, such as arrive at preschool, encourage your child to put his/her bag away, post their name, greet the teacher, do a puzzle or read a story, then say goodbye and leave.
- \* Using the same routine daily allows your child to know when you will be leaving, making the separation easier to accept.
- \* If problems emerge talk to the preschool staff

If a child has difficulty separating from their parent or carer the following strategies will be employed to ensure positive, caring and respectful relationships are developed and maintained

- \* A staff member will be available as the parent/carer prepares to say goodbye
- \* Staff will calmly talk to the child, offer comfort, a quiet place to go to together, offer a special story, toy or activity, or other diversion or distraction tactic to help the child calm
- \* The staff member will remain with the child until they calm down, stop crying and are ready to join other activities,

Many children settle after a few minutes

- \* Staff will ask the child if it is OK to hold their hand, sit on the adults lap or have a hug to help them settle
- \* We will only physically restrain or lift and carry a child once other strategies have been tried or if the child's or other children's safety is at risk
- \* Parents are welcome to ring the preschool during the session to find out how their child settled

## **BUS POLICY**

Eligible children may be picked up by the Eudunda Area School buses each afternoon from the preschool. There can be **NO** access to buses in the mornings.

Eligibility is determined by Eudunda Area School and takes into account availability of seats, proximity to existing bus stops and individual circumstances. All applications for bus travel must be made to and approved by the Director and the Principal of the Area School. Written notification must be received by the Preschool prior to children being taken to the bus. It is the parent's responsibility to organise bus transport for their child, after discussing their child's eligibility with the Director. Application forms are available from the Director. Children living within the township of Eudunda are not eligible for bus travel.

Travelling home from Preschool by bus can be an important step in your child's transition to school and of course can be a great help in reducing travel for parents. In making your decision to apply for permission for your child to travel home from Preschool by bus, please consider the following points:

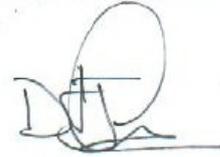
- Preschool can be very tiring for children, particularly in their first term. Some children cope better with their introduction to Preschool if they wait until their second term of Preschool to start bus travel. In response to DECD Guideline number 4, we will generally not recommend approval for a child until they are at least in their 3<sup>rd</sup> week of fulltime Preschool and are coping well.
- Preschool children can only access the school buses in the afternoon. There is **no provision for Preschool children to use the buses in the mornings. Preschool children will be picked up by the school bus from the kindy site each afternoon.**
- Children who are travelling on the bus wait at the Preschool with staff after the other children have left. **These Preschool children will be picked up by the school bus from the kindy site in the afternoon.**
- Generally the only adult on the school bus is the driver, so your child's maturity and confidence is an important consideration.
- Preschool children who live within the township of Eudunda are **not eligible** for travel.
- The school buses are generally quite full. The size and number of children can be quite overwhelming for a Preschool child particularly when they are tired at the end of the day/week. Some children are quite unprepared for the presence of the school children so a conversation about what going on the bus will 'look like' before they start bus travel is a good idea.
- Staff 'hand over' the child to the bus drivers.
- It is important that Parents **inform the Preschool staff when their child is not travelling on the bus.** Preschool staff will inform the area school.
- Parents need to arrange any change of approved buses and routes directly with Eudunda Area School. Arrangements **are not** to be made directly with Bus Drivers.

These points are not being made to deter parents from putting their child on the bus, rather, to make sure that parents and their children are prepared for all that is involved in school bus use.

Thankyou.



Sandy Keith  
Preschool Director



David Cluse  
Principal

I \_\_\_\_\_ have read and understood the information regarding bus travel by my child. I have read and understand the **DECD code of safety for children and parents/caregivers in and around school buses**

I understand the Principal of Eudunda Area School is responsible for the management and day-to-day operations of school buses.

I understand that **I need to inform the Preschool staff when their child is not travelling on the bus and that I need to arrange any change of approved buses and routes directly with Eudunda Area School and that arrangements are not to be made directly with Bus Drivers.**

I understand that I must meet my child at the set-down point/s and that bus drivers are instructed **not to drop children off if there is no parent present to collect them. These children will be returned to Eudunda area school until a parent can collect them.**

Signed \_\_\_\_\_

Date \_\_\_\_\_

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# 2020 Bushfire Response Plan

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*Eudunda Community Preschool*

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2653



Government of South Australia  
Department for Education

## Bushfire Response Plan 2020/2021

<b>Site name</b>	Eudunda Community Preschool		
<b>Site leader</b>	Sandy Keith	<b>Site Assessor</b>	Jarrold Whalen

It is a requirement of the Department for Education that all R1 and R2 bushfire risk rated sites and sites which have identified 'Bushfire' as a potential high risk hazard/emergency (refer to Section 'Hazard Identification & Risk Assessment'), to complete the Bushfire Response Plan.

**This completed template is the document that will be used by the Security and Emergency Management Unit during the 2020/2021 Bushfire Season. Please ensure that this Bushfire Response Plan is reflected within your sites Emergency Management Plan.**

### Bushfire Shelter

The term 'Bushfire Shelter' has been adopted by The Department for Education to reduce confusion with the terminology used by the CFS and is generally a building on-site that can provide short term shelter from a bushfire to the site population only.

The term 'Last Resort Refuge' is identified in each Council for community members as a space or building which could be used as a place of last resort for individuals to go to and remain during the passage of fire through their neighbourhood. A Last Resort Refuge is intended to provide a place of relative safety during a bushfire but does not guarantee the survival of those who assemble there and should only be used when personal Bushfire Survival Plans cannot be implemented or have failed.

**Note: No Department for Education sites have been identified by the CFS as a Last Resort Refuge.**

Important: It is the responsibility of the site's EMT to determine trigger points and act upon them as per the site's Bushfire Response Plan. It is also useful to include several means to enable the trigger points in case one or some of these failed to function during an emergency. Examples include the following:

A CFS Watch and Act message advising of a fire within 20km radius of the township

Receipt of a SAFECOM SMS/phone call emergency alert advising of an imminent bushfire threat



**State your site’s Trigger Points to prepare for movement to a Bushfire Shelter.**

Monitor weather  
CFS Watch & Act App & Facebook  
ABC Radio - battery operated

**State the alarm tone/method used to prepare for movement to the Bushfire Shelter?**

**Note: The alarm tone MUST be clearly distinguishable from the other emergency alarm tones as noted in the earlier section ‘Emergency Assembly Areas and Alarm Tone Procedures’.**

Alarm Tone/Method Used	Duration/Pattern of Alarm Tone
Whistle, no alarm	Short continuous blows

**If “Other” alarm tone or duration, please provide further details**

**State the location of the Bushfire Shelter.**

**If it is an on-site Bushfire Shelter, please state the SAMIS Building Number and any specific facility used for the refuge (e.g. Building 1 - Library).**

**If it is an off-site Bushfire Shelter, please provide a detailed description and an address of the location (e.g. ABC Caravan Park located at 123 Beach Road SA 5XXX).**

Main bulding. Building number 1



**List other educational sites or services which utilise your Bushfire Shelter and their key contact details**

Other Site/Service	Contact Role/Name/Mobile	Site/Service Land Line
Parents Playgroup However no attendance when Total Fire Ban period	Name:  Role:	
	Name:  Role:	

**State the location of your off-site evacuation point should your site need to evacuate the Bushfire Shelter**

Use CFS Designated Safe Zone, it is within town, an open area



**State the planned method of transport to relocate all persons away from the Bushfire Shelter and to the off-site evacuation point**

Walk, distance unknown

### **Drinking Water Contingency Plan**

Drinking water must be readily available at the Bushfire Shelter location and it must not be reliant on the mains (water or power) for its provision. Otherwise, sufficient drinking water supply must be stocked at the location during Total Fire Ban days. Ideally, there should be about 4 litres of water allocated to each person. However, we appreciate the limitations to the amount of water that you can store on site; hence, **we would recommend at least 1 litre of water be allocated for each person** for the purpose of your site's Bushfire Response Plan.

Rainwater tanks used for drinking purposes must incorporate disinfection via an ultraviolet light irradiation system. For further information regarding drinking water, see the Department intranet at:

<https://myintranet.learnlink.sa.edu.au/operations-and-management/facilities-and-security/energy,-water-and-waste-management/water>



**State your site's drinking water supply plan and availability during a bushfire emergency situation**

Rainwater tanks for flushing toilets  
Also mains water  
2 x 10ltr boxes  
12 people in total

**Water for Ablutions/Sanitary Purposes**

During an emergency, water and/or power supply from mains may be affected and a site may not have abluion water available; therefore, alternatives should be considered. Sites may consider portable options (i.e. camping toilets or 'kitty litter') for use within the Bushfire Shelter during a bushfire emergency situation.

**State your site's abluion options during a bushfire emergency situation**

Toilets in main building with rainwater flushing  
3 child toilets  
1 adult  
No showers.

Site Leader Signature

Date



# Eudunda Community Preschool Centre Philosophy Statement

**Play**

**Share**

**Learn**

**Grow**

At Eudunda Community Preschool Centre we aim to provide a high quality equitable education service, which is welcoming, caring, safe, stimulating and interactive. We aim to be responsive to the needs of the children by providing an inviting learning environment, purposeful and thoughtful intentional teaching and opportunities for learning through play. 'Play fosters all aspects of young children's development...emotional, social, intellectual, linguistic and physical. Play is essential for optimal development and learning in young children.' (Van Hoorn, Nourot, Scales, Alward, 2011. 'Play at the Centre of the Curriculum') We see children as capable, competent and active learners from birth. Our Centre provides a physical environment that is inclusive, promotes competence, independent exploration, curiosity, discovery and learning through collaborative, social play. We believe quality relationships are the key to developing social and emotional wellbeing in young children. We aim to ensure that every child is supported to build and maintain sensitive and responsive relationships with other children and adults, relationships that promote a sense of security and belonging. We recognise families as children's first and most influential teachers and value each family's knowledge of their child. We believe that families are central to a child's early learning, so we aim to strengthen our partnerships with families and within the community.

Our teaching and learning programs and assessment practices are aligned to the Early Years Learning Framework. The framework forms the foundation for ensuring children experience quality teaching and learning that enhances each child's learning and development. We promote each child's health and their emotional and physical wellbeing through the educational programs provided. A cycle of continuous quality improvement and ongoing critical reflection ensures that our practices meet the rights and best interests of each child. We ensure staffing arrangements enhance children's learning and development and ensure their safety and well-being, by providing high quality, informed professional practice. Effective leadership is provided to promote a positive organisational culture and build a professional learning community.

Our philosophy was developed in 2013 and is reviewed annually in consultation with staff, Governing Council and families through discussions and surveys/questionnaires about families and staff values and beliefs. Our 'Mantra'- Play, Share, Learn, Grow - was created by the Governing Council as a summary of our Philosophy. The principles of our philosophy are embedded in our practice and incorporated in our interactions with families and children. Practice, policies and procedures are reviewed with these principles in mind. Our Philosophy was reviewed against the new NQS Regs in 2019, and was reviewed early in 2020 due to new staff and Governing Council.